

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

Franklin High School

Virginia SIP - School Indicators (RI)

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator **ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:		Initial: Limited Development 11/27/2011	
	Index:		9	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		NOTE: School indicator School ID10 references essential action 3.15 for warned schools. The leadership team meets monthly to review and revise the School Improvement Plan in Indistar.Additionally, data from datacation will be disaggregated to determine additional professional development or essential actions specifically for gap groups #2 and #3.	
Plan	Assigned to:		Sandy Atkinson	
	How it will look when fully met:		The leadership team meets monthly to analyze classroom observation and walk thru data. From this analysis, a needs assessment will be conducted to determine professional development needs. Administrative team monitoring will continue to occur to sustain efforts.	
	Target Date:		06/14/2013	
Tasks:				
		1. Travis Felts will distribute the walk-through data for the math instructional team at the leadership team meeting on the fourth Wednesday of each month.		
		Assigned to:	Travis Felts	
		Added date:	01/08/2013	
		Target Completion Date:	06/14/2013	

		Comments:	(2-27-13) At the SPIT Team meeting on 2-27-13, walk-through data for the entire school for the month of January was distributed, discussed, and analyzed.
	2. The leadership team will analyze walk-through data to determine strengths and weaknesses at the fourth Wednesday of each month.		
		Assigned to:	Heather Eckman
		Added date:	01/08/2013
		Target Completion Date:	06/14/2013
		Comments:	(2-27-13) Strengths for the month of January are engaging students in instruction, giving meaningful feedback and extending student understanding, and monitoring and drawing inattentive students back into instruction. Weaknesses include differentiation of instruction, questions that elicit higher order thinking skills, and the observers not being present at the beginning and end of the block to observe anticipatory set and closure. (2-28-13) Related data points: the strengths of the walkthroughs are based on the following percentages: engaging students (90%), feedback/extending student learning (94%), monitoring students/drawing students back into instruction (89%). The weaknesses of the walkthroughs are based on the following data points: differentiation (20%), higher order thinking questions (16%), observer not present for anticipatory set and closure (75%).
	3. The leadership team will determine professional development needs from the analysis of the needs assessment at the fourth Wednesday of each month.		
		Assigned to:	Sandy Atkinson
		Added date:	01/08/2013
		Target Completion Date:	06/14/2013
		Comments:	(2-27-13) On 2-20-13, the math department and lead teacher watched the TeacherDirect math video led by Michael Bolling from VDOE. The video was discussed and a list of "look-fors" was created. On 2-21-13, the English department, lead teacher, principal, and assistant principal watched the TeacherDirect English video led by Tracy Robertson from VDOE. The video was discussed and a list of "look fors" was created.
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)

March 27, 2013

Indicator	ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/27/2011	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	NOTE: School indicator School ID13 references essential action 2.18 for warned schools. Additionally, data from datacation will be disaggregated to determine additional essential actions specifically for gap groups #2 and #3. Currently, departments meet as needed, but at least once a month, to discuss student performance data, curriculum and pacing, lesson plans, and assessments.	
Plan	Assigned to:	Jason Chandler	
	How it will look when fully met:	The math instructional team will meet weekly to develop lesson plans that align with the FCPS curriculum and pacing guides, assessments (both formal and informal), and review student performance data. Student performance data includes Triage, benchmark scores and student performance by question (SPBQ), SOL SPBQ data, and other relevant data.	
	Target Date:	06/14/2013	
	Tasks:		
	1. The math instructional team will meet Wednesdays during their planning block with Sandy Atkinson, Travis Felts, and/or Jason Chandler.		
	Assigned to:	Heather Eckman	
	Added date:	01/08/2013	
	Target Completion Date:	06/14/2013	
	Comments:	(2-20-13) Sandy Atkinson met with the math instructional team, viewed the "How the Standards of Learning (SOL) Are Developed and an Overview of Revisions" videos and created "look-fors" for lesson plans and instruction. (2-28-13) Sandy Atkinson meets with math instructional team during their department meetings 100% of the time. An administrator is in over 50% of the meetings.	
	2. The math instructional team will create exemplary lesson plans that are aligned to the pacing guide focusing on differentiation, higher order thinking, TEI, and real world applications at each of their weekly Wednesday meeting.		
	Assigned to:	Heather Eckman, Chelsie Brown, Erica Smith-Ingram,	
	Added date:	01/08/2013	
	Target Completion Date:	06/14/2013	
	Comments:		
	3. The math instructional team will create formative and summative assessments that are frequent and differentiated at one Wednesday meeting a month.		
	Assigned to:	Heather Eckman, Chelsie Brown, Erica Smith-Ingram,	
	Added date:	01/08/2013	
	Target Completion Date:	06/14/2013	
	Comments:		

		4. The math instructional team will analyze student performance data; including Triage, benchmark scores and student performance by question (SPBQ), SOL SPBQ data, and other relevant data to draft future lesson plans at weekly Wednesday meetings.
		Assigned to: Heather Eckman, Chelsie Brown, Erica Smith-Ingram,
		Added date: 01/08/2013
		Target Completion Date: 06/14/2013
		Comments:
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

March 27, 2013

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/19/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	NOTE: School indicator IE08 references essential action 2.2 for warned schools. Currently, the principal spends less than 50% of his time working directly with teachers to improve instruction, including classroom observations.	
Plan	Assigned to:	Travis Felts	
	How it will look when fully met:	The principal will spend at least 50% of his time working directly with teachers to improve instruction, including classroom observations. This will be evident through the number of walkthroughs and formal observations completed as well as feedback on lesson plans and assessments.	
	Target Date:	06/30/2015	
	Tasks:		
		1. Travis Felts will review and give feedback on lesson plans and assessments for math, physical education, and history.	
		Assigned to:	Travis Felts
		Added date:	01/08/2013
		Target Completion Date:	06/14/2013
		Comments:	(2-27-13) Travis Felts reviews lesson plans for math, physical education, and history and gives feedback at least once a

			month. Jason Chandler does the same thing for science, English, Spanish and art. Sandy Atkinson does the same thing for CTE, band, and self-contained special education.
		2. Travis Felts will administer at least 20 walk throughs per month and at least 3 formal observations a month and give feedback to each teacher.	
		Assigned to:	Travis Felts
		Added date:	01/08/2013
		Target Completion Date:	06/14/2013
		Comments:	(2-28-13) Because of meetings, conferences, webinars, day-to-day issues, reports, e-mails, updates to Indistar, VHSL responsibilities, etc. Travis Felts does not meeting this task 100% of the time.
		3. Once a month, Travis Felts will attend instructional team meetings and all benchmark meetings.	
		Assigned to:	Travis Felts
		Added date:	01/08/2013
		Target Completion Date:	06/14/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)

March 27, 2013

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)		
Status	Tasks completed: 2 of 4 (50%)		
Assessment	Level of Development:	Initial: Limited Development 12/19/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	NOTE: School indicator IF08 references essential action 2.11 for warned schools. Currently, division-led professional development is not differentiated to meet needs of individual teachers. The principal has requested professional development from the Central Office to assist with analyzing lesson plans and assessments to ensure congruence with state learning standards among the written curriculum, the taught curriculum, and assessed curriculum. FCPS does allow teachers to attend off-site professional development in their specific content areas. Data from datacation is disaggregated to determine additional professional development or essential	

		actions specifically for gap groups #2 and #3.
Plan	Assigned to:	Sandy Atkinson
	How it will look when fully met:	Professional development will be differentiated based on individual teacher's needs. We will continue to allow and encourage off-site professional development and teachers will share-out with instructional teams using the "train-the-trainer" model. Central office will also look for opportunities to bring needed professional development to our school.
	Target Date:	06/30/2015
	Tasks:	
	1. Once a month, Travis Felts, Jason Chandler, and/or Sandy Atkinson will analyze walk through data to determine individual teacher's needs for professional development.	
	Assigned to:	Travis Felts, Jason Chandler, Sandy Atkinson
	Added date:	01/08/2013
	Target Completion Date:	06/14/2014
	Comments:	(2-28-13) We determine professional development needs for the overall school once a month, but we do not determine individual teacher's needs on a monthly basis.
	2. On January 17, 2013, Kelley Conaway and Gail Wade, Director of Human Resources, will attend a workshop to investigate an online professional development tool that could be used for differentiated professional development for 2013-14.	
	Assigned to:	Kelley Conaway
	Added date:	01/08/2013
	Target Completion Date:	01/17/2013
	Comments:	(2-27-13)Kelley Conaway and Gail Wade investigated PD360, an online professional development tool, to be implemented in 2013-14. This tool will be utilized for whole faculty and differentiated professional development based on school and teacher needs.
	Task Completed:	02/27/2013
	3. On January 16, 2013, Chelsie Brown will attend a SURN mathematics conference. On February 6, 2013, Robert Burnette will attend a SURN mathematics conference. On February 13, 2013, Erica Smith-Ingram will attend a SURN mathematics conference. These are examples of off-site professional development opportunities that teachers will attend and share-out with instructional teams using the "train-the-trainer" model.	
	Assigned to:	Chelsie Brown, Robert Burnette, Erica Smith-Ingram
	Added date:	01/08/2013
	Target Completion Date:	02/13/2013
	Comments:	(2-27-13)The math team attended SURN conferences for Algebra I, Geometry, and Algebra II. Information disseminated at the conference is being shared and implemented by our math teachers.
	Task Completed:	02/27/2013
	4. Travis Felts, Jason Chandler, and Sandy Atkinson will lead professional development utilizing the TeacherDirect library. This professional development will be performed in whole faculty,	

		small group and individually based on curricular and individual needs. Individual teacher needs will be determined from an extensive analysis of classroom observations, benchmark data, and lesson plan review.
	Assigned to:	Travis Felts
	Added date:	03/21/2013
	Target Completion Date:	06/14/2013
	Comments:	(3-21-13) During the March 11, 2013 professional development (PD) session, Travis Felts, Jason Chandler, and Sandy Atkinson led teachers through various TeacherDirect PowerPoints. Specifically, the PowerPoints were: Effective Teaching Strategies to Support Rigor, and The Meaning of Rigor in Virginia's SOL - Specific to English, Mathematics, Science, History & Social Science. The PD was provided in whole group first, and then through break-out sessions with specific departments. We will monitor the fidelity of this PD through classroom observations/walk-throughs, and lesson plan review.
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)

March 27, 2013

Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/19/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	NOTE: School indicator IID11 references essential action 8.1 for warned schools. The math team gave a whole-curriculum pre-test as a part of the new teacher evaluation system. These pre-tests "red flagged" students in need of intervention.	
Plan	Assigned to:	Jason Chandler	
	How it will look when fully met:	The instructional team will give a pre-test before each instructional unit to determine student mastery followed by a post-test at the end of the instructional unit. The instructional team will review pre-test data to determine the level of intervention needed and differentiate instruction as needed.	
	Target Date:	06/30/2015	
	Tasks:		

		1. 1. The math instructional team will administer a pre-test prior to each unit of instruction to determine which students need interventions and which students need enrichment.
		Assigned to: Heather Eckman, Erica Smith-Ingram, Robert Burnett
		Added date: 01/02/2013
		Target Completion Date: 06/30/2013
		Comments: (2-27-13) This task was discussed in depth on 2-27-13. We need to follow up to make sure ALL math teachers are doing this. (2-28-13) 2/3 of our SOL math teachers are doing this.
		2. 2. Each math teacher will review his/her pre-test data to guide instruction, pacing, and differentiated activities.
		Assigned to: Heather Eckman, Erica Smith-Ingram, Robert Burnett
		Added date: 01/02/2013
		Target Completion Date: 01/30/2014
		Comments:
		3. 3. Each math teacher will administer a post-test and will review the results to determine any re-teaching or remediation needs.
		Assigned to: Heather Eckman, Erica Smith-Ingram, Robert Burnett
		Added date: 01/02/2013
		Target Completion Date: 01/30/2014
		Comments:
		4. 4. Travis Felts and Heather Eckman will monitor the administration and application of the pre-test and post-test data.
		Assigned to: Travis Felts, Heather Eckman
		Added date: 01/02/2013
		Target Completion Date: 06/30/2015
		Comments:
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

March 27, 2013

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator	IIIC05 - All teachers use a variety of instructional modes. (160)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/27/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current

			policy and budget conditions)
	Describe current level of development:	NOTE: School indicator IIICO5 reflects essential actions for warned schools. Currently, the majority of our math teachers use the mode of instructional delivery that is most comfortable to them. Whole group, lecture delivery is the predominant mode of instruction. We are using technology, but not in the most effective way to keep students engaged in the lesson.	
Plan	Assigned to:	Travis Felts	
	How it will look when fully met:	A variety of hands-on, relevant, student-centered activities will be implemented daily and reflected in lesson plans. Lesson plans will be reviewed and instruction will be monitored through 15-minute walk-throughs, 90-minute informal observations, and formal observations.	
	Target Date:	06/30/2015	
Tasks:			
	1. Professional development opportunities will be provided by Kelley Conaway, Sandy Atkinson, Travis Felts, and the math instructional team to enhance effective use of hands-on, relevant, rigorous, and student-centered activities.		
		Assigned to:	Heather Eckman
		Added date:	01/02/2013
		Target Completion Date:	06/30/2014
		Comments:	(2-27-13) Math teachers have attended SURN conferences, viewed VDOE TeacherDirect videos, attended Dan Mulligan conferences. Professional development also takes place in our math department meetings as teachers work with the lead teacher and administration on developing lesson plans and teacher-made assessments. (2-28-13) 3/5 math teachers attended SURN conferences, 5/5 (including the inclusion teacher) viewed the TeacherDirect videos pertaining to math, 4/5 attended the Dan Mulligan math conference. They have all "shared out" from the conferences in math department meetings.
	2. Kelley Conaway will allocate funding for securing the resources to implement the strategies on which the math instructional team has been trained.		
		Assigned to:	Kelley Conaway
		Added date:	01/02/2013
		Target Completion Date:	06/30/2014
		Comments:	
	3. Travis Felts, Jason Chandler, and Sandy Atkinson will monitor the implementation of professional development in the classroom through lesson plan review, 15-minute walk-throughs, 90-minute informal observations, and formal observations.		
		Assigned to:	Travis Felts, Jason Chandler, Sandy Atkinson
		Added date:	01/02/2013
		Target Completion Date:	06/30/2015

		Comments:	
		4. Travis Felts, Jason Chandler, and Sandy Atkinson will provide prompt written or oral feedback on the effectiveness of the implemented strategies and activities.	
		Assigned to:	Travis Felts, Jason Chandler, Sandy Atkinson
		Added date:	01/02/2013
		Target Completion Date:	06/30/2015
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

March 27, 2013

REQUIRED for Targeted Interventions

Targeted Intervention Indicators

Indicator	TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)		
Status	Tasks completed: 1 of 6 (17%)		
Assessment	Level of Development:	Initial: Limited Development 12/04/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	NOTE: School indicator TA01 is a required indicator for warned schools. Franklin High School does not have a research-based model in place to identify students for targeted interventions. Currently, instructional team meetings and faculty meetings are held at least once a month using Triage data, which includes academic, attendance, and discipline data, to identify students at risk of failing or needing intervention. Minutes document the discussions held in the instructional team meetings.	
Plan	Assigned to:	Travis Felts	
	How it will look when fully met:	One hundred percent of intervention students at Franklin High School will be selected for participation in additional targeted interventions as determined by a research-based model to be purchased by June 2013.	
	Target Date:	06/30/2014	
Tasks:			
		1. Sandy Atkinson, Building Lead Teacher, identified first semester math students for tiered intervention using previous SOL data and historical and current grades. She will identify second semester students by February 5, 2013.	
		Assigned to:	Sandy Atkinson
		Added date:	12/27/2012

		Target Completion Date:	02/05/2013
		Comments:	(2-27-13) Sandy Atkinson has completed math tiers as of 2-5-13. They have been given to the math teachers and she explained to them how to use them. They will be updated after the first interim report - sent home on 3-11-13. (2-28-13) 100% of SOL math students have been tiered appropriately and tiers have been to teachers.
		Task Completed:	02/27/2013
	2. The math instructional team will review the DOE approved list of research-based intervention models and Heather Eckman, Math Department Chair, will make a recommendation to the leadership team.		
		Assigned to:	Heather Eckman
		Added date:	12/27/2012
		Target Completion Date:	06/01/2013
		Comments:	(2-27-13) Heather Eckman and Sandy Atkinson have reviewed "Ten Marks Math" and decided that it is not aligned to our curriculum and does not meet our standards for rigor. Specifically, when questions were answered incorrectly, no explanation was given when the "why" button was utilized.
	3. Training will be provided to math teachers regarding implementation of the research based intervention model.		
		Assigned to:	Kelley Conaway
		Added date:	12/27/2012
		Target Completion Date:	08/31/2013
		Comments:	
	4. During the first week of the semester, all math teachers will administer the research based assessment and analyze the results.		
		Assigned to:	Heather Eckman
		Added date:	12/27/2012
		Target Completion Date:	09/06/2013
		Comments:	
	5. During the second week of the semester, math teachers will meet with the administrative team to review the results of the assessment.		
		Assigned to:	Travis Felts
		Added date:	12/27/2012
		Target Completion Date:	09/13/2013
		Comments:	
	6. After the first benchmark of the second semester, Sandy Atkinson, Jason Chandler, Travis Felts, and math team will review the previously-created math tiers and make adjustments as necessary based on results of benchmark test, grades after interim reports, Datacation and Triage.		
		Assigned to:	Sandy Atkinson, Jason Chandler, Travis Felts, Robe
		Added date:	03/13/2013

		Target Completion Date:	06/14/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 6 (17%)	

March 27, 2013

Indicator	TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/04/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>NOTE: School indicator TA02 is a required indicator for warned schools.</p> <p>Classroom instruction, including differentiated instruction, is provided. Franklin High School's 21st Century After School Program (CLCC) includes math tutorials on Mondays and Tuesdays. Students are invited and encouraged to attend. Differentiated intervention strategies such as Saturday SOL Math Academies and a mandatory Targeted Instruction Bell (TI) are provided. Math Boot Camp is a new initiative funded through CLCC grant. Math Boot Camp includes instructors from neighboring school divisions and the local community college. We are investigating a tiered, research-based intervention model which may require a change in our current budget. Additionally, data from datacation will be disaggregated to determine additional essential actions specifically for gap groups #2 and #3.</p>	
Plan	Assigned to:	Travis Felts	
	How it will look when fully met:	<p>Tier I: Classroom instruction, including differentiated instruction, will be provided. Franklin High School's 21st Century After School Program (CLCC) will include math tutorials on Mondays and Tuesdays. Tier I students will be invited and encouraged to attend. Tier II: Same as Tier I plus differentiated intervention strategies such as Saturday SOL Math Academies and a mandatory Targeted Instruction Bell (TI). Students will receive 8 hours of mandatory TI prior to SOL testing. Students will have the opportunity to receive up to 16 hours of additional instruction by attending Saturday SOL Math Academies. Tier III: Same as Tier II plus Math Boot Camp which will be funded through the CLCC grant. Math Boot Camp will include instructors from neighboring school divisions and the local community college. We will investigate a tiered, research-based intervention model which may require a change in our current budget. One hundred percent of the</p>	

		identified intervention students will participate in a research-based intervention program.
	Target Date:	06/14/2013
	Tasks:	
	1. Weekly, Travis Felts will monitor lesson plans for differentiated instruction and provide written feedback at least monthly.	
	Assigned to:	Travis Felts
	Added date:	12/27/2012
	Target Completion Date:	06/14/2013
	Comments:	
	2. Instructors for the 21st Century program will document student attendance and reports will be turned into Ale Massenburg, the 21st Century After School Program Coordinator on a monthly basis.	
	Assigned to:	Ale Massenburg
	Added date:	12/27/2012
	Target Completion Date:	06/14/2013
	Comments:	(2-27-13)21st Century attendance is taken and submitted weekly to Ms. Massenburg. The weekly attendance reports are compiled into a monthly report that is presented to the school board. Those who have perfect attendance will be rewarded.
	3. Travis Felts will organize the Saturday SOL Math Academies and mandatory TI bell. Saturday Academies and mandatory TI are conducted prior to all SOL testing in January, April and May 2013.	
	Assigned to:	Travis Felts
	Added date:	12/27/2012
	Target Completion Date:	06/14/2013
	Comments:	(2-27-13) These dates and times have been scheduled to for the rest of the school year. A letter will be sent home to communicate these dates and times to parents. (2-28-13) 100% of dates have for Targeted Instruction, Saturday Academies, and Math Boot Camp have been set for second semester. Teachers need to be secured and payroll memos sent to Central Office for Saturday Academies.
	4. FHS math instructional team members will collaborate via email with the external math instructors to plan differentiated instructions according to students' needs.	
	Assigned to:	Chelsie Brown, Erica Smith-Ingram and Robert Burne
	Added date:	12/27/2012
	Target Completion Date:	06/14/2013
	Comments:	
	5. On a monthly basis, the math instructional team, administrative team, and Central Office Director of Instruction will review student data from the tiered research-based intervention model (Datacation and our tiered system) and develop interventions as needed. The Director of Special Education and Special Education Lead Teacher will also participate in these meetings to address strategies for students with special needs.	

		Assigned to:	Kelley Conaway
		Added date:	12/27/2012
		Target Completion Date:	06/14/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	

March 27, 2013

Indicator	TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/04/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>NOTE: School indicator TA03 is a required indicator for warned schools.</p> <p>The team meets monthly on Wednesdays to review student intervention outcome data (Triage). Triage triggers based on the following:</p> <p>-grades (one D or F, and/or earning 50% or less on one or more benchmark tests), -discipline (four incidents for in-school suspension and/or two incidents for out-of-school suspension), and -attendance (four or more days).</p> <p>Students are assigned teacher mentors to counsel in the three trigger areas. Progress monitoring will also be based on the research-based intervention model selected.</p>	
Plan	Assigned to:	Ale Massenburg	
	How it will look when fully met:	The school will have monthly instructional team and faculty meetings where Triage is a standing agenda item. Triage data will be analyzed and students who trigger in one or more areas will be identified. For 3-trigger students, an intervention plan will be developed, implemented and monitored. If the intervention plan is not working, a meeting will be held with the student, parent, principal, and guidance counselor. The meeting's purpose is to determine what adjustments need to be made to the current plan to ensure student success.	
	Target Date:	06/30/2015	
	Tasks:		
	1. Each month, Kelley Conaway will provide Travis Felts with a list of three-trigger students based on attendance, discipline, and academic performance.		

		Assigned to:	Kelley Conaway
		Added date:	01/02/2013
		Target Completion Date:	06/30/2015
		Comments:	(2-27-13)We receive these reports monthly at division leadership meetings and they are a standing agenda item on our monthly faculty meetings. We discussed the fact that triage reports run a month late and by the time the 3-trigger list generates, it is already a serious problem. Alternatively, teachers will alert administration when absences are excessive and begin to create academic performance problems.
	2. Travis Felts will share the list of three-trigger Triage students with faculty members at the monthly faculty meeting. The faculty will analyze the data and a plan will be developed by Ale Massenburg, Travis Felts, and Jason Chandler to meet the needs of each student.		
		Assigned to:	Ale Massenburg, Travis Felts, Jason Chandler
		Added date:	01/02/2013
		Target Completion Date:	06/30/2015
		Comments:	(2-27-13) Three-trigger triage students are shared and discussed at our monthly faculty meetings and an individualized plan is created for each three-trigger student. (2-28-13) Based the January 2013 Triage Report, plans have been developed for 13/16 students. We need to develop plans as soon as possible for the other 3. Must be done before next division leadership team meeting on 3-7-13.
	3. Monthly, each student's plan will be monitored by Ale Massenburg and Jason Chandler. For those students whose plan is ineffective, Ale Massenburg will contact parents and schedule a conference with the student, parent, guidance counselor, and administration to determine what adjustments need to be made to meet the needs of the student.		
		Assigned to:	Ale Massenburg, Jason Chandler
		Added date:	01/02/2013
		Target Completion Date:	06/30/2015
		Comments:	(2-27-13)This is being done. The plans are reviewed and updated monthly. Ale Massenburg continues to meet with these three-trigger students even if they move off of the three-trigger list.
	4. Quarterly, Ale Massenburg and Jason Chandler review Datacation and FCPS tiers (after each benchmark) to determine if any additional adjustments need to be made to the plan. This will be reported back to the math team during department meetings.		
		Assigned to:	Ale Massenburg, Jason Chandler
		Added date:	03/13/2013
		Target Completion Date:	06/30/2015
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

March 27, 2013